

Panguitch High School 390 East 100 South P.O. Box 393 Panguitch, Utah 84759

April 11, 2006





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Panguitch High School

390 East 100 South P.O. Box 393 Panguitch, Utah 84759

April 11, 2006

UTAH STATE OFFICE OF EDUCATION

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TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Garfield School District Board of Education and Administration	1
Panguitch High School Administration and Staff	2
Panguitch High School Mission Statement and Belief Statements	3
Members of the Visiting Team	4
Visiting Team Report	5
Chapter 1: School Profile	5
Suggested Areas for Further Inquiry	6
Chapter 2: The Self-Study Process	6
Chapter 3: Instructional and Organizational Effectiveness	7
Shared Vision, Beliefs, Mission, and Goals	7
Curriculum Development	7
Quality Instructional Design	8
Quality Assessment Systems	8
Leadership for School Improvement	9
Community Building	10
Culture of Continuous Improvement and Learning	11
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI	11
Chapter 5: School Improvement Efforts – Action Plan	13
Chapter 6: Major Commendations and Recommendations of the Visiting Team	14

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 11, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Panguitch High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Betty Ann Rember is also commended.

The staff and administration are congratulated for their desire for excellence at Panguitch High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Panguitch High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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PANGUITCH HIGH/MIDDLE SCHOOL

ADMINISTRATION AND STAFF

School Administration

Betty Ann Rember		Principal		
Counseling				
Gary Bennett		Counselor		
Support Staff				
		High School SecretaryMiddle School Secretary		
<u>Faculty</u>				
Clint Barney Gary Bennett	John Gillett Sherril Henrie	Glen Partridge Ralph Perkins		
Tammi Bennett Shawn Caine	Ryan Houstom Frank Houston	Debbie Pollock Betty Ann Rember		
Julie Chidester Jan Frandsen	Ben Hunt James Meidell	,		

PANGUITCH HIGH SCHOOL

MISSION STATEMENT

Igniting hearts and minds to empower and motivate life-long learners.

Our Success! My Responsibility! No Excuses!

BELIEF STATEMENTS

- We believe in the worth and dignity of each student.
- We believe in the value of life-long learning.
- We believe in providing for individual needs.
- We believe in empowering the student to accept responsibility for his/her learning.
- We believe good character is learned, and we strive to teach it in a variety of ways, including by example.
- We believe in developing knowledgeable, informed, and involved citizens of their community, state and country.

MEMBERS OF THE VISITING TEAM

Dr. Roy L. Hoyt, Hurricane High School, Washington School District, Visiting Team Chairperson

Susan Hodson, Canyon View High School, Iron County School District

Rick Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT

PANGUITCH HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Panguitch High School is a public high school located in the heart of "color country" in Garfield County, Utah. It is located on the east side of Panguitch City. The school is attended by 184 students in grades 7-12. Panguitch High has been fully accredited by the Northwest Association of Schools and Colleges since 1952.

As part of the Garfield County School District, Panguitch High School increased the graduation requirements mandated by the state in 2001 to include an additional credit each in English, math, science, and social studies. Seniors are required to take one semester of Economics or American Studies. In 2003, Panguitch High School adopted the Instructional Focus Class, which is a mandatory 35 minutes per day in which all students are working on Math and English Power Standards from the UBSCT test now required by the state for graduation.

Panguitch High School has a rich academic history. Seventy-eight percent of juniors and seniors take the ACT test; all 8th graders and juniors take the Iowa test; all 10th graders take the UBSCT test; all 9th graders take the state Direct Writing Assessment and core tests. All students in grades 7-12 have two SEOPs per year, and students with behavioral or academic problems are invited by the staff, counselor, or principal to meet with the group along with his/her parents for an intensive meeting discussing the student's problems and how to solve them. This conferencing strategy has helped approximately 85 percent of student/teacher/parent problems.

Panguitch High School continually graduates top scholars who go on to higher education. Eighty-five percent of the school's graduating seniors attend higher education institutions. Through the acquisition of a grant, the school plans to start the 2006-07 school year with three AP classes: AP Statistics, AP Literature and Composition, and AP Spanish.

a) What significant findings were revealed by the school's analysis of its profile?

Since 2001, data indicates a decline in student enrollment. This trend should continue until 2009, when the school will make a slight recovery. Of the senior students required to pass the UBSCT in order to graduate for the 2005-06 school year, all but one have passed.

The school community perceives itself as very positive; students generally like the school and teachers feel like they are making a difference in the lives of students. Parents perceive the school as a support system for students who are struggling

academically. Most students feel the school provides a safe and orderly environment. One particular area of concern, as expressed in the survey, was that the parents' opinions are not reflected in school decision making. The Visiting Team found that the school did a good job of identifying its own strengths, limitations, and challenges.

Profile information was critical to providing for dialogue and collaboration among staff, faculty, and Community Council members. Panguitch High School recognizes the need to put into practice professional development opportunities to help the staff meet the needs of all students.

What modifications to the school profile should the school consider for the future?

The Visiting Team commends Panguitch High School for its efforts in compiling a comprehensive school profile. A great deal of information is available in relation to student achievement. The school profile should continue to guide improvement efforts.

Suggested Areas for Further Inquiry:

- Information relative to school discipline (expulsions, suspensions, tardies, etc.) should be included in the school profile.
- Departmental analyses should be completed and included in the self-study.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?
 - The school community has identified where its strengths and weaknesses lie and have worked district-wide to overcome stumbling blocks, allowing all participants to become part of the process without remonstration of any kind.
- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?
 - The Visiting Team recommends the staff complete the self-study by considering the questions within the departmental analyses, thereby more accurately verifying the school's strengths and limitations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Panguitch High school's desired results for student learning (DRSLs) are as follows:

- 1. Thinking and Reasoning
- 2. Social and Civic Responsibility
- 3. Communication

Shared Vision, Beliefs, Mission, and Goals:

- a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?
 - A consensus-building process has been established that involves the school community in defining the school's beliefs, mission and goals.
- b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?
 - The school's belief statements are comprehensive and address key issues pertinent to effective decision making and policy development in the school.
- c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?
 - Panguitch High School's mission and belief statements adequately support the DRSLs.

Curriculum Development:

- a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?
 - It is apparent at Panguitch High School that the staff members are working collaboratively to align their curricula with the State Core. Some collaboration among departments has taken place to integrate Core concepts. School and district-wide collaboration time has revolved around alignment and instructional strategies.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

The teaching staff is involved in an Instructional Focus (IF) program that has proven to have good results. The IF program is designed to prepare incoming freshmen and sophomores for the UBSCT test, as well as provide remediation for those upper class members who have not passed a portion of the test. This program is a one-half period per day session where each teacher has a class of students and gives help in a particular area. The lesson plans are used district-wide.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

A variety of instructional styles were observed. The Visiting Team observed a variety of methods including hands-on activities, discussion groups, performance of learned skills, and group work. The Visiting Team suggests that the staff collectively research and expand the use of multiple teaching strategies to meet the needs of all students.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

It appears the staff is very cognizant of the learning styles of individual students. The various methods employed in teaching across the curriculum are purposely designed to reach each student. The attention given to the passing of assessments is a good indicator of the work this staff is doing.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

The Visiting Team commends Panguitch High School for its support of student learning with the Instructional Focus class. The 9th and 10th grade IF groups are working on preparation for the UBSCT tests, while the 11th and 12th grade groups are working on portfolios, on ACT preparation and, in some cases, as tutors for underclassmen.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

The staff has been very influential in assisting students to be successful in passing the UBSCT tests in preparation for graduation. The information is used well and is given priority in the Instructional Focus program. Students are provided with a strong support system from faculty and staff. Teachers are creating opportunities for reteaching and peer support.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

Individual teachers are using a variety of methods to assess the learning of students in the classroom. Bell work, quizzes, discussion groups, and class assessments are used in a variety of ways to reinforce learning in the classes. The Visiting Team observed various uses of bell work and other assessments to get immediate feedback for teachers to adjust the learning situation.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

Teachers are using assessments designed to show basic understanding of subject matter. Assessment of student learning and grading practices are fair.

Leadership for School Improvement:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The school has established an academic learning climate in which teaching and learning are supported by the administration. Students feel valued and important. Accomplishments of students and staff members are recognized.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

Learning is evidenced by the high percentage of students who have passed the UBSCT tests. The administration has worked to instill in the staff an appreciation for the importance of data.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The leadership gets involved in the process of student learning by monitoring the progress of those students who did not pass the UBSCT the first time. School-wide collaboration has been initiated and supported by the administration. The focus has been on teaching from the State Core Curriculum to enable students to pass the test.

- d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?
 - School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning.
- e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?
 - The leadership at Panguitch High School provides skillful stewardship of the school. The allocation and use of resources are aligned with the school's goals. School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to support student learning.
- f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The school has a well-organized and functioning Community Council. The school is perceived as having an open door policy, and the administration is available and supportive of community concerns. There is some concern, as expressed by the parent survey and Community Council members, that stakeholders are not as involved in school decision-making as they would like to be.

Community Building:

- a) To what extent does the school foster community building and working relationships within the school?
 - The Visiting Team recognizes the positive and productive relationships that exist among the students, teachers, support staff, and administrator. There is strong evidence that the school is creating and sustaining a learning environment for students that nurtures a sense of caring and belonging. The Visiting Team encourages the staff to continue its efforts to collaborate across subject areas, to foster collegiality, and to provide cross-curricular connections for students.
- b) To what extent does the school extend the school community through collaborative networks that support student learning?
 - Panguitch High School engages parents and families as partners in the learning process. The school has developed a program that sends progress reports home each

week and requires them to be returned, signed by parents. The school collaborates with the other two high schools in the district on an ongoing basis to develop curricula for all the students and to allow an exchange of ideas.

<u>Culture of Continuous Improvement and Learning:</u>

- a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?
 - The school's organizational system and culture are supportive of the school's improvement and professional development. Professional development programs focus on the knowledge and skills required to fulfill performance expectations for teachers' roles and contribute to reaching Panguitch High School's goals for student achievement.
- b) To what extent does the school create conditions that support productive change and continuous improvement?

Data is evaluated for each student to determine placement in the Instructional Focus program. Students are given instruction in the area needed (i.e., math, reading, writing, portfolios, or ACT preparation).

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Panguitch High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is **not** met. The school library media program is a resource for literacy, information, and curriculum support. Panguitch High does not have a certified library media teacher.

Standard V - Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII - Administration

This standard is met. The administration of Panguitch High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX - Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or NAAS.

Standard X – Activities

This standard is met. Panguitch High School supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

The school has done an adequate school-wide plan. However, the staff members have not done the formal departmental analyses that are part of the self-study. The action plan is adequate, but the follow up items need to be more measurable. The action plan could be simplified, allowing focus on more specific items that can be reasonably achieved.

b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?

There is evidence to indicate that there is sufficient commitment to the action plan by the school staff. The Visiting Team suggests that specific people be listed by name under the action plan heading "Responsibility." This will ensure accountability in the process.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

The Visiting Team is confident that the school leadership is committed to the continuous improvement process and understands that decisions need to be based on data. As they refine and better define the DRSLs and action plan, they understand the importance of making modifications based on an ongoing analysis of the data.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the commitment of the school staff. It was obvious from talking with students that the school has a dedicated and dynamic faculty and staff. Teachers are always available and willing to help students.
- The Visiting Team commends the school administration and Counseling Department for providing outstanding leadership and guidance. They have fostered a climate of continuous improvement among staff and students.
- The Visiting Team commends the strong sense of pride in the school and community. Support from stakeholders is exceptional. The school is truly the hub of the local community.
- The Visiting Team commends the school-wide literacy focus that has resulted in nearly every student passing the UBSCT. Student achievement data is being used to determine who is learning and how well.
- The Visiting Team commends the school for its attention to student achievement. The staff is concerned with the success of the students and celebrates with the students when they are successful. Multiple examples of acknowledgement of student successes were obvious through displays, discussions with parents, and celebrations witnessed.
- The Visiting Team commends the administration of Panguitch High, which has created an environment of trust and caring. The principal has made herself available to staff and students in an effort to improve the climate at Panguitch High School.

Recommendations:

- The Visiting Team recommends that the DRSLs be fully integrated into the existing curriculum and that a measurable means of assessment be designed and implemented.
- The Visiting Team recommends that articulation across grade levels (elementary to middle school, as well as cross-curricular) be continued.
- Although the Visiting Team is sensitive to the small size of the school, departmental analyses still need to be completed. The Visiting Team recognizes that many questions within the departmental analyses have been addressed through district and school-wide collaboration time; however, formal completion of this portion of the self-study will allow the school to identify additional strengths and weaknesses.